GEOGRAPHY EDUCATORS' NETWORK OF INDIANA

NEWSLETTER

Volume 106, Issue 2 Spring, 2006

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Special Points of Interest:

- 101 Top Qualifiers for the 2006 Indiana Geographic Bee
- Teacher of the Year Awards
- New High School Course Update
- New NGS Campaign

National Geographic to Launch New Campaign... "My Wonderful World"

Global connectivity

We are not alone. The "real world" is truly global. We buy and sell to the world. We compete for jobs and markets globally. Our co-workers as well as our competitors come from diverse countries and cultures. We listen to music, dance to rhythms and play sports without regard to country of origin. Our problems—from AIDS and air pollution to identity theft and terrorism—are increasingly borderless.

And if school is where we prepare our children for the "real world," we must invest this mission with new purpose. Today's graduates won't compete successfully in this world, much less appreciate what it has to offer or solve its problems, unless we send them into it with a fundamental understanding of its geography.

What our kids know about geography

Geography isn't just about maps. It's so much more. It's about people and cultures, commerce and industry, environment and ecology. It helps us make the connections between the "who, what, why and where" of global society.

But sadly, our kids aren't getting enough of it, not even the map skills. A recent poll by roper SAW revealed an alarming lack of basic geographic knowledge among young adults.

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State-Level Geographic Bee Approaching

It's Bee season once again, and we don't mean the "bumble" kind. Last fall, schools around the state held their own school-level competition in order to produce a champion and representative. However, that does not mean an automatic bid to the state-level competition. Instead, the school-level winners were then given a written exam that was in turn, submitted to the National Geographic Society for scoring.

After all of the results were tallied, the top 100 scores were then eligible for the state-level competition. Now, you may ask why we often have a number *around* 100, as in this year's total being 101 qualifiers. That is because the "cut-off score" for Indiana was determined and included a 101st student with an eligible score. So all 101 top students were invited to compete at IU-PUI on March 31st.

See page 8 for a listing of this year's qualifiers. They will compete for a small cash prize and a globe as well as a chance to represent Indiana at the National Geographic Bee competition in Washington, D.C. on May 23-24. The National Geographic Society covers the travel expenses for the state champion and their teacher. The winner of the national-level competition wins a $25,000 college scholarship. For more information on the competition and how to get your school involved, visit the official website at *www.nationalgeographic.com/geographybee.*

Calendar of Events:

- Mar. 31 - **Indiana State Geographic Bee** to be held at IUPUI 12:00 - 5:00 p.m (registration 10:00a.m.). Contact Kathy Kozenski, (317)274-8879/geni@iupui.edu, for details. Be sure and let us know if you would like to be a volunteer!
- April 5—**SAVI Level 2 Training Session** at the Polis Center in Indianapolis. Visit www.polis.iupui.edu/tpc/training/.
- April 12—**IndianaMap Orthophotography Applications** at the Indiana State Library. For more information, visit the Polis site at http://www.polis.iupui.edu/tpc/training/.
- April 22—**Earth Day**, celebrated around the world. See page 11.
- April 25—**SAVI Level 1 Training Session** at the Polis Center in Indianapolis. Visit www.polis.iupui.edu/tpc/training/.
- April 28—**Arbor Day**. See page 11.
- May 2—**SAVI Level 2 Training Session** at the Polis Center in Indianapolis. Visit www.polis.iupui.edu/tpc/training/.
- June 2-3 - **GENI Long Range Planning Meeting** to be held at Taylor University; contact Roger Jenkinson, (765)998-53223, if you are interested in attending.
- June 15-16—**Lincoln Institute** at the University of Southern Indiana. For Information, visit *http://www.usi.edu/hsi/dbigham* or contact Darrel Bigham at (812) 465-7014.
- July 7-16—**Amazon Rainforest Workshop** for K-12 educators. Contact Dr. Frances Gatz at 1-800-669-6806 email *fgatz@earthlink.net.*
- July 9-22—**International Studies Summer Institute** for teachers grades 7-12. This two-week residential institute is held at IU Bloomington. For more information, visit *http://www.indiana.edu/~global/teacherprogram.php.*
- July 15-23—**Costa Rica GIS Institute**; field based learning with GISetc. Visit their website at *www.gisetc.com/costarica_2006.html* .
- July 17-21—**Maps Institute** at the Children's Museum of Indianapolis. Designed for teachers in grades 3-5. See page 5.

Reources

- **GIS training for educators** with a focus on GIS, remote sensing, and GPS for both teachers and students in the 21st century learning environment. Institutes in the United States and abroad. Visit *www.gisetc.com/index.html*.
- **Compare Climate Averages and Records** - the site quickly produces line graphs comparing avg. monthly high/low temperatures, monthly avg. precip., and short descriptions of climatic records between any 2 reporting stations. This is a useful site for discussing the influence of climate controls like continentality, maritime influence, ocean currents, elevation, and latitude. Visit *www.weather.com/weather/wxclimatology/compare/10034?sfld1=10977&sfld2=65532.*
- **Mars Quest Online**—NASA invites students to launch a spacecraft to Mars, pilot a "flyover," explore the Red Planet's canyons & volcanoes, drive a Mars Rover, & see the latest photos. *http://www.marsquestonline.org/index.html.*
- **New interactive web site** that enables schools to follow the voyage of Gipsy Moth IV as it sails around the world as well as providing curriculum resources for schools. *www.gipsymoth.org*
- **Earthquake Maps for Google**—using KML Files for Google Earth display real-time earthquakes. Download one of the KML files on the site and open it in Google Earth. You and your students will be fascinated by what you discover! *http://earthquake.usgs.gov/eqcenter/recenteqsww/catalogs/*
- **Map-A-Planet**—access global imagery of the planets and satellites from a variety of missions in an easy to use web interface. Customize and download your own image maps of the Moon, Mars, Venus, and other planets and moons. *http://pdsmaps.wr.usgs.gov/*
- **Photo Glossary of Volcanic Terms**—the photo glossary of volcanic terms is a must if you teach a unit on volcanism. Over 60 terms are defined with a clear photograph and text. Visit *http://volcanoes.usgs.gov/Products/Pglossary/.*

New Campaign continued from page 1

For example:

- *Recent HS graduates in the US ranked second to last in geographic literacy, just ahead of Mexico*
- *Nearly 30% can't identify the Pacific Ocean on a world map*
- *5 out of 10 can't find India, Japan, Iraq, or Afghanistan*
- *10% can't find the US on a map*
- *30% believe the population of the US is between one and two billion*

While schools are bulking up literacy, math and science instruction, they are devoting less time and money to social studies and geography.

Solving the Problem

If our kids don't understand the way their world connects, we aren't preparing them for their future. That's why a coalition, led by the National Geographic Society is taking action to inspire parents and educators to expand geographic learning in school, at home and in the community.

To create awareness for our cause, we have created the My Wonderful World campaign. It will promote the need for geographic literacy among parents, educators and the community. And it will provide the framework for our kids to understand their connected world.

Our goal is to

- *Show parents how to help their children learn about the world*
- *Increase the geographic offerings in the schools and the resources available to them*
- *Increase the number of students who take geography-related courses and engage in related activities at school*
- *Increase the number of community organizations that engage young people in geography-related activities*

Getting the message out

We will reach our target audiences with a combination of communications tactics, including a public service advertising campaign, promotional events, partnerships with prominent organizations from the NBA to the PTA, grassroots activities, viral email campaigns—whatever it takes. But at the heart of our campaign will be the MyWonderfulWorld.org website.

The website will feature content and ideas to teach the value of geographic learning and a "toolkit" with information on how parents can persuade policymakers, education administrators and teachers of the importance of geographic literacy.

The campaign is being organized by the National Geographic Education Foundation under the auspices of the National Geographic Society, a 501(c)3 charitable organization. National Geographic is uniquely identified with giving Americans greater knowledge of the world, and the foundation is a recognized leader in geographic education programs.

The advertising campaign

In order to drive traffic to this pivotal website, an advertising campaign has been created. The advertising campaign will consist of print ads, TV public service announcement and radio commercials. It will explain the need for geographic literacy and use the MyWonderful World.org website as a way to learn more and get involved.

Geography is … critical. Help us spread the word.

To find out more about how to become involved, contact: Anne Pollard, apollard@ngs.org, (202) 857-7266.

Source: National Geographic Society Education Foundation announcement

Visit the GENI website to see the complete *Roper 2002 Global Geographic Literacy Survey*.

GENI will also be sending a representative to the National Geographic in early April for training for the Public Awareness Campaign. More details will be available in the next newsletter.

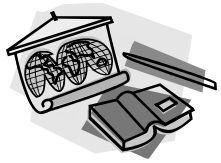
New York Times columnist Thomas L. Friedman makes the case for global literacy in this excerpt from his recent book, *The World Is Flat: A Brief History of the 21st Century*. (printed with permission)

A Sputnik Moment for the 21st Century

Only 30 years ago, if you had a choice of being born a B student in Boston or a genius in Bangalore or Beijing, you probably would have chosen Boston, because a genius in Beijing or Bangalore could not really take advantage of his or her talent…

Not anymore. Not when the world is flat, and anyone with smarts, access to Google and a cheap wireless laptop can join the innovation fray. When the world is flat, you can innovate without having to emigrate...If this moment has any parallel...it is the height of the cold war, around 1957, when the soviet Union leapt ahead of America in the space race by putting up the Sputnik satellite. The main challenge then came from those who wanted to put up walls; the main challenge to America today comes from the fact that all the walls are being taken down and many other people can now compete and collaborate with us much more directly. Meeting the challenges of flatism requires as comprehensive, energetic and focused a response as did meeting the challenge of Communism.

Geography and History of the World: An Update



March, 2006

As you read this message, the standards and indicators for the new, Indiana, high school Social Studies course, *Geography and History of the World,* are undergoing public review via the Indiana Department of Education website (*http://mustang.doe.state.in.us/dg/standards/DL-GeoHistory.cfm).* The public review, as mandated by state law, will be available through March 31, 2006. If you have not taken the time to review the new standards and indicators, please, do so, and complete the attached survey for comments. The entire process of developing a new course (or revising an existing course) – from start to finish – is outlined in the state's constitution. But the process is only successful with the involvement of classroom educators. Classroom educators provide the anchor to the development of standards and indicators -- in terms of maintaining a concrete hold on the feasibility of implementing the new course. Your positive feedback regarding the standards and indicators is valued and needed. Visit the GENI website for an introduction to the course which will help you better understand the standards and indicators.

After the March 31 public review deadline, the proposed standards and indicators will have to gain approval from the Indiana Education Roundtable, the Indiana Board of Education, and the Indiana Legislature. Many Indiana high schools have been offering/requiring a one-year World Geography course for years. The transition to the new course may not be too difficult for these schools in terms of time and staff and comfort levels. But for those high schools that have been offering/requiring a one-semester World Geography course, the transition to the new course in terms of time, staff, and comfort levels may be more demanding. Whichever is the case, you can do it! GENI is preparing a very user-friendly website that will become the portal for information about the new course: classroom ideas, resource connections, employment potential, professional development announcements, and much more. GENI is implementing this new site with no funding from the state as the IDOE has no monies to support professional development for the new course.

But that said, the IDOE will be funding a summer workshop at Indiana State University that will focus on content and methodologies designed to help educators implement the new course. For more information on the ISU workshop, please, watch the GENI website and future GENI newsletters for announcements.

Keep in mind, the original request from the state decision-makers was for a high school course that was … "creative, innovative, integrative, and prepared Indiana students for 21st century employment"… World Geography was determined to be the ideal platform from which to launch such a course. The new course provides key historical and geographical background (concepts, and perspectives), provides a foundation for understanding today's global realities, and provides skills and tools to plan for the future. A recent study was undertaken by several groups to study employment prospects for those aware (not necessarily savvy) of geo-spatial technologies. Minimum projections for global employment prospects for those able to implement concepts and skills involving geo-spatial technologies exceeds 30% for the foreseeable future (*http://www.asprs.org/news/forecast/index.html - read the Executive Summary).* Fields such as medicine, social services, urban planning, ecology, water/waste management, police/fire services, real estate development, and many others employ individuals capable of utilizing concepts and skills involving geo-spatial technologies. The new high school course will encourage the teaching of these skills and concepts – not the teaching of particular tools and software. The new course will prepare Indiana students to become engaged citizens in the global society of their future.

Kathleen Lamb Kozenski
GENI Executive Director

MAPS INSTITUTE

July 17-21

Presented by GENI and The Children's Museum of Indianapolis

Maps: Tools for Adventure!

If you were setting off to explore the world, what is the first thing you would need? A map, of course! Maps are wonderful tools that empower us to visit new destinations and find adventure in our own backyards. Help students experience the excitement of maps as tools for discovery. Get the inside story on the "Maps" exhibit, being developed by The Children's Museum and the National Geographic Society. Examine new perspectives on what maps are and what they can do. Learn how cartographers create maps and how historical maps can help us examine the past. Engage in hands-on mapping activities and see how geospatial technologies are helping us to analyze information and solve problems. Try out your new mapping skills in an out-door orienteering and team-building experience. Join us for the "Maps Institute" and see the world . . . in a whole new way!

Registration Information:

Designed For Teachers: Grades 3 – 5; Enrollment limited to 20; Fee: $95

Dates: July 17 – 21, Times: 9 a.m. – 4 p.m.

Optional Graduate Credit: Two or three credit hours

Location: LV3 Training Room, The Children's Museum of Indianapolis

Registration Deadline: July 3

Advance registration required. Enrollment is on a first come, first served basis and will close when enrollment reaches capacity. To register by phone call: (317) 334-4400 or (800) 820-6214. For online registration, go to www.ChildrensMuseum.org (Go to the Teachers page and click on Professional Development.) The fee for academic credit is in addition to the institute registration fee and must be paid directly to the university. Credit information will be available in April.

GENI

The Children's Museum of Indianapolis

Teacher of the Year Awards Recognize Post-Secondary Educators

This year the GENI Awards Committee determined to approach the "Geography Teachers of the Year" awards from a different perspective. In lieu of the traditional elementary, middle, and high school educator awards, GENI selected three individuals who undertake a vital role in the education spectrum from a post-secondary seat. All three individuals pursue excellence in the teaching of Social Studies methodologies to future elementary school educators. All three bring together a cadre of resources, a wealth of experiences and personal connections that better prepare the teachers of our young people. They represent some of the most capable individuals of integrating the Social Studies and other disciplines across the curriculum.

The first recipient this year was Mr. Robert Osgood, an Associate Professor of Educational Foundations with the IU School of Education on the IUPUI campus. Bob's background includes a B.A. in History from the University of Oregon, a M.Ed. in Foundations from the University of Vermont, and a Ph.D. from the Claremont Graduate School. He has produced selected articles and books focusing on special education topics and historical to modern educational foundations topics that have appeared in a variety of publications. Selected accolades include being a member of the Civic Engagement Research Network with the IUPUI Center for Urban and Multicultural Education, Faculty Fellowship, IU Teaching Excellence Recognition Award, election to the Faculty Colloquium on Excellence in Teaching by the IU Board of Trustees, and IUPUI Summer Research Fellowship.

Currently, Bob teaches undergraduate and graduate courses in special education and educational foundations. He is also Chair of the Graduate Studies Program, responsible for managing and administering graduate programs offered at the IUPUI School of Education. Bob's relationship with his students always remains professional, yet he understands their need for warmth and empathy while they are attempting to integrate all of their education. Bob's leadership in the classroom provides a dynamic role-model for great ideas, solid resource connections, calm demeanor, and a sharing attitude.

When teaching the Social Studies courses, he emphasizes the various Social Studies disciplines as individual topics but makes it clear that his future teachers must integrate them in order to teach them well. The work that his students produce reflects outstanding guidance he has provided them.

The second recipient was Ms. Melinda Butler. Melinda's background is extremely diverse and colorful. Her education trek first began through teaching students, educators, and community members via the Merry Lea Environmental Center through Goshen College as an interpretive naturalist / education program specialist / and intern coordinator. She has been the Outreach Coordinator for the Domestic Violence Program through the YWCA of Goshen. She has taught sixth and fourth grade with the Goshen Community Schools integrating geography, social studies and the sciences.

Melinda's post-secondary experience includes having taught diverse education courses at IU South Bend: from educational psychology, managing classroom behavior, and social issues, as well as Social Studies methods. Currently, Melinda is an Associate Faculty of Education at Bethel College in Mishawaka, Indiana. There, she teaches several courses – all focusing on Social Studies and Science methodologies, diversity and primary grades. Responsibilities also include the supervision of student teachers.

Melinda has participated in numerous GENI-sponsored programs as both a participant and a presenter. Her involvement in geography education and her keen interest in global literacy led to a role as a member of the GENI Board of Directors, where she currently serves as Secretary.

When looking at Melinda's numerous accomplishments, it is obvious they all revolve around service – service enhancing the community and service promoting education. Her skills at teaching and integrating geog-

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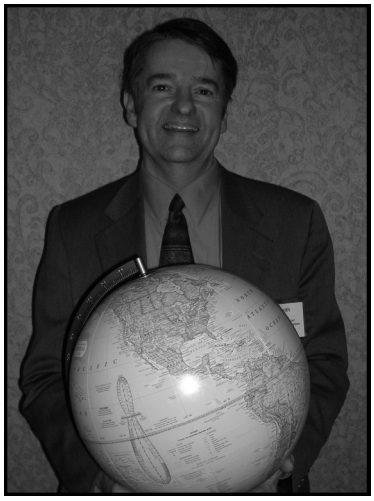
Teacher of the Year continued from page 6

raphy, whether teaching elementary school students or preparing future educators, are vast. She sets high expectations for her students and gives them an opportunity to network and learn from existing classroom teachers by involving them in teacher professional development opportunities. She truly wants to prepare them to be successful in the next step in their professional career.

The third recipient this year was Mr. Victor Smith. Vic, a life-long Hoosier, has been an educator in Indiana since 1969. He obtained his B.A. in Education from Ball State University, his M.S. in Education from Indiana University, and his Ed.D. from Indiana University, along with a Teacher's Life License and a Superintendent's License. Vic has served as a Social Studies teacher, curriculum developer, state research and evaluation consultant, state Social Studies Consultant, district Social Studies supervisor, Assistant Principal, Principal, and educational association staff member. Vic has worked for Garrett-Keyser-Butler Schools, the Indiana University Social Studies Development Center, the Indianapolis Public Schools, and IUPUI.



Currently, Vic is the Associate Director for the Indiana Urban Schools Association, and he owns and operates Indiana Education Services, Inc. He also teaches elementary Social Studies methodology courses for the IU School of Education on the IUPUI campus. Vic is passionate about continuing to shape Indiana's future teachers while balancing the many commitments his other positions demand.

Many people, both in and out of the education arena in Indiana, know Vic is the single person that truly seems to have his fingers on the pulse of education happenings in the state. This awareness of "what" is happening, and of possibilities, reflects in Vic's classroom approach. His ability to grasp diverse possibilities and provide connections for his students enables those future educators to better understand cross-curricular integration – not only in the Social Studies – which will become the solid foundation from which they, in turn, enable their students.

All three of these post-secondary educators were recognized at the annual ICSS Conference held March 17th at the Marten House and Lilly Conference Center on the north side of Indianapolis. Their extensive contributions to Indiana's K-12 education (past, present and future) were highlighted by Kathy Kozenski, GENI Executive Director. She also presented each with a certificate of recognition and a globe provided by the *George F. Cram Company*.

GENI also had a booth at the annual conference and put together a "geography strand" centered around the *Migration* theme. Melinda Butler, along with Patricia Gillogly of the Thorntown Heritage Museum, provided a session for elementary teachers. They focused on migration using children's literature and hands-on activities. Ted Springer, retired from the Merrillville Community Schools, provided a session for middle school teachers, with an emphasis on *Why People Migrate—Push and Pull Factors*. His session also provided an extensive bibliography to incorporate literature into the theme.

A third session was provided by Scott Royer for high school teachers. He is from McCutcheon High School in Lafayette. Participants in this session learned about the migration of music, specifically Blues Music, in the United States. Through use of an interactive mapping activity, images of famous Blues Musicians and CD clips of their music, along with live samples played by Scott with his guitars and harmonica, participants learned some geography of music and how to present this topic with a very engaging approach.

Top 101 Qualifiers for the 2006 Indiana Geographic Bee

Arjun Achary
Woodside Middle School
Fort Wayne

Tyler Barnum
Schmucker Middle School
Mishawaka

Kevin Barrett
St. Joseph Grade School
South Bend

Nathan Benham
Lincoln JR High School
Plymouth

Paul Berning
Central Lutheran School
New Haven

Morgan Bolt
St. Joseph CO Homeschoolers
South Bend

Joseph Botros
Honey Creek Middle School
Terre Haute

Chaz Brown
Heritage Hills Middle School
Lincoln City

Ryan Burkart
Holy Rosary School
Evansville

Malachi Burkhardt
Greenfield Middle School
Greenfield

Corey Buzzard
Huntington Catholic School
Huntington

Andrew Byers
St. Matthew
South Bend

Sarah Cahalan
Lincoln Middle School
Logansport

Alexander Chemey
Norwell Middle School
Ossian

Strahinja Ciric
Highland Middle School
Highland

Robert Constant
Muncie Northside MS
Muncie

Alexander Coomer
St. John Lutheran School
Monroeville

Matthew Curtis
Jimtown Junior High School
Elkhart

Jacob Dowen
Salem Middle School
Salem

Sean Dugdale
Fall Creek Valley MS
Indianapolis

Nathan Eberhart
Shelbyville Middle School
Shelbyville

Philip England
Brownsburg East MS
Brownsburg

Walker Fiederlein
Happy Hollow
West Lafayette

John Fierst
Jasper Middle School
Jasper

Elizabeth Fink
Benjamin Franklin MS
Valparaiso

Taylor Firestine
St. Therese Catholic School
Fort Wayne

Kevin Gaughan
Eastwood Middle School
Indianapolis

Hannah Gellman
Tzouanakis Intermediate School
Greencastle

Lara Golebiewski
Heritage Middle School
Middlebury

Victor Gutwein
Rensselaer Central MS
Rensselaer

James Helmuth
Bethany Christian
Goshen

John Hensle
Woodrow Wilsom MS
Terre Haute

Jacob Heredos
Northwestern Elementary
Kokomo

Jonathan Hielkema
Highland Christian School
Munster

Emily Hogg
Grimmer Middle School
Schererville

Jack Hollander
Greencastle Middle School
Greencastle

Kathleen Houppert
West Middle School
Martinsville

Kathryn Johnson
St. Charles
Bloomington

Alyssa Kasher
Park Tudor School
Indianapolis

Joseph Kenshur
University Elementary
Bloomington

Gilbert King
St. Paul's Lutheran
Munster

Zachary Kisfalusi
Griffith Middle School
Griffith

Jacob Klopfenstein
Memorial Park Middle School
Fort Wayne

Brandt Kolb
Francisco Elementary
Francisco

August Kunkel
St. Michael School
Brookville

Alexa Lankhaar
Sullivan Junior High School
Sullivan

Klarisse Ledtke
St. Simon the Apostle
Indianapolis

John Lee
Northside Middle School
Columbus

Tyler Liberatore
Kesling Middle School
LaPorte

David Low
Wood Memorial Junior High
Oakland City

Nathan Lyons
Western Middle School
Russiaville

Cameron Maddox
Avon Intermediate School East
Avon

Tyler Maggard
Seymour Middle School
Seymour

Bradley Mason
North Elementary
Washington

Joseph McCann
St. Maria Goretti
Westfield

Claire McDaniel
International School of Indpls.
Indianapolis

Top 101 Qualifiers Continued...

Tony Miller
Dekalb Middle School
Waterloo

David Myles
St. Patrick
Terre Haute

Darrin Newton
Holy Spirit School
Evansville

Adam Nichols
Tri-North Middle School
Bloomington

Michael Ogden
Discovery Middle School
Granger

Peter O'Malley
St. Pauls Lutheran School
Fort Wayne

Rachel Osborn
Boston Middle School
LaPorte

William Overhauser
Mt. Vernon Intermediate School
Fortville

James Pixey
Trinity Lutheran School
Elkhart

Adam Potrzebowski
Chesterton Middle School
Chesterton

Shawn Qian
Clay Middle School
Carmel

Adam Reckelhoff
St. Joseph School
Evansville

Brennan Reid
North Judson-San Pierre MS
North Judson

Rebeccah Rendall
John Young Middle School
Mishawaka

Andrew Reuss
Shawe Memorial JR/SR High
Madison

Vince Reuter
Carmel Middle School
Carmel

Shane Roerk
Highland Hills Middle School
Georgetown

Bryant Rust
Belzer Middle School
Indianapolis

Akiva Sanders
West Lafayette JR High
West Lafayette

Joshua Sasser
Shady Lane Christian School
Huntertown

James Schrader
Central Catholic JR High
Lafayette

Angela Schurman
DeMotte Christian School
DeMotte

Daniel Spall
Fishers JR High
Fishers

Matthew Spillane
LaSalle Intermediate Academy
South Bend

Hannah Springer
Creston Middle School
Indianapolis

Ethan Stangland
Central Noble MS
Albion

Gabriel Stephens
St. John Lutheran
Kendallville

Michael Sublette
Southside Elementary
Columbus

Alexander Sventeckis
Sycamore School
Indianapolis

Isaac Taylor
Fountain Central JR/SR High
Veedersburg

William Ternet
Northwood Middle School
Fort Wayne

Jeffery Tompkins
Robert Taft Middle School
Crown Point

Brianna Valdez
St. Patrick School
Chesterton

Vikas Vavilala
Creekside Middle School
Carmel

Jonathan Walker
Center Grove MS Central
Greenwood

Luke Walker
Northridge Middle School
Crawfordsville

Andrew Wall
St. Paul Catholic School
Valparaiso

Andrew Wallin
Lafayette Christian School
Lafayette

Forrest Weghorst
James Watson ES
Auburn

Melinda Weiss
Haubstadt Community School
Haubstadt

William Weitzel
Evansville Day School
Evansville

Logan Wendholt
Forest Park JR/SR High
Ferdinand

Nathan Yeager
South Spencer MS
Rockport

Stephan Zajac
Wilbur Wright MS
Munster

Robert Ziegler
White River Home Educators
Bargersville

William Morris Davis: Father of American Geography

By Beth Sabato

In the late 19th Century, a bright young man from the United States began his journey to create geographical education that would be comparable to what Karl Ritter did for Europe. Little did he know that his ideas and progress increased educational abilities for generations to come. William Morris Davis (1850 – 1934) began his education at Harvard by receiving his bachelor's degree in science at age 19 and his masters in Engineering at age 20. He spent the next three years in Argentina working in a meteorological observatory and then returned to Harvard to study geography and geology.

Soon after, he was introduced to the teaching world, accepting an instructor position in physical geography at Harvard in 1878. He became a full professor in 1885 and continued to teach until his retirement in 1912. In his stint as a professor at Harvard, he taught many great geographers such as Isaiah Bowman, Richard Dodge, Mark Jefferson, Albert Perry, and Ellsworth Huntington.

Working for many years in education in both geography and geology, he became motivated to increase recognition of geography both in high school and colleges. In the late 1890's, he was appointed to a committee to try to set standards that schools should follow for geographic education. With his background in science, he believed that geography should be treated as a science, with less emphasis on memorizing places and names. He also believed that physical geography was largely too descriptive and statistical. Unfortunately, the "new" geography standards created for public schools, reverted back to rote memorization of place names after about 10 years and then disappeared into the "social studies."

Davis also noticed that there was too much of a difference in the geography being taught in school and how professional geographers worked. He wrote many papers about these differences and advice on how to bridge the gap for all educators from grade school to universities.

In 1894, he led a conference on Geography with an emphasis on educational need. His work on increasing standards for professional and educational geography gathered more recognition with the founding of the Association of American Geographers in 1904. In its creation, he stated the need for this association to be of high intellectual standing, with contributions to geography in field work and publications. He was the first president and served three terms after.

Though he had a huge influence in geography, his work with both geography and geology lead to the creation of a new science called geomorphology. A subfield of geography, geomorphology is a study of landforms and their changes in time due to erosion. This science was the first of its kind to consider a landform having a lifespan of its own. Even though his theory of "Cycle of Erosion' was not totally correct, it did help in modernizing physical geography to what it is today.

Davis, the father of American Geography, contributed greatly to education, geology, meteorology and especially geography. It was his work and ambition that lead many of the U.S. collegiate institutions to be some of the best in the world. Even with the decline of geographical schools including Harvard's and the University of Chicago, his work is still being used today to open discussion about changes needed to increase geographical education.

Sources:
-William Morris Davis: No Erosion of Impact, http://wwwstage.valpo.edu/geomet/histphil/test/davis.html
-William Morris Davis: Father of American Geography, http://geography.about.com/od/historyofgeography/a/williamdavis.htm?terms=degree+engineering+master+online
-William Morris Davis, http://en.wikipedia.org/wiki/William_Morris_Davis

"The Association of American Geographers (AAG) is a scientific and educational society founded in 1904. Its 9,000+ members share interests in the theory, methods, and practice of geography and geographic education. The AAG holds annual meetings and regional events and publishes a newsletter, journals, and books. The association supports and recognizes its members through its grants and awards programs. Learn more about geography and geographers, find out about jobs and careers in geography, and discover the AAG. Whether you are an individual, organization, or corporation, you can join the AAG!" Visit *www.aag.org*.

April Brings Earth-Friendly Holidays— Earth Day on the 22nd & Arbor Day on the 28th

Both of these holidays are celebrated around the world and exist to broaden everyone's awareness about the need for a healthy environment. Although they have designated dates, they are certainly applicable to any day of the year. Just get your students involved!

So just what is Earth Day, you say?

In 1963, former Senator Gaylord Nelson began to worry about our planet. (A senator is a person that the people of the United States have chosen to help make the laws.) Senator Nelson knew that our world was getting dirty and that many of our plants and animals were dying. He wondered why more people weren't trying to solve these problems. He talked to other lawmakers and to the President. They decided that the President would go around the country and tell people about these concerns. He did, but still not enough people were working on the problem.

Then, in 1969, Senator Nelson had another idea. He decided to have a special day to teach everyone about the things that needed changing in our environment. He wrote letters to all of the colleges and put a special article in Scholastic Magazine to tell them about the special day he had planned. (Most of the schools got this magazine and he knew that kids would help him.)

On April 22, 1970, the first Earth Day was held. People all over the country made promises to help the environment. Everyone got involved and since then, Earth Day has spread all over the planet. People all over the world know that there are problems we need to work on and this is our special day to look at the planet and see what needs changing. Isn't it great? One person had an idea and kept working until everyone began working together to solve it. See what happens when people care about our world?

by Kim Moon
From
www.kidsdomain.com/holiday/earthday/history.html

The organizers of the first Earth Day also founded the Earth Day Network "to broaden the environmental movement worldwide and to educate and mobilize people, governments, and corporations to take responsibility for a clean and healthy environment." Visit their website at *www.earthday.net* for more information, including programs and events and resources. For additional classroom resources, including literature, activities, games, songs, stories, crafts, teacher guides and more, visit *www.kidsdomain.com/holiday/earthday.*

And what about this "Arbor Day" celebration?

The idea for Arbor Day originally came from Nebraska. A visit to Nebraska today wouldn't disclose that the state was once a treeless plain. Yet it was the lack of trees there that led to the founding of Arbor Day in the 1800s. Among pioneers moving into the Nebraska Territory in 1854 was J. Sterling Morton from Detroit. He and his wife were lovers of nature, and the home they established in Nebraska was quickly planted with trees, shrubs and flowers.

Morton was a journalist and soon became editor of Nebraska's first newspaper. Given that forum, he spread agricultural information and his enthusiasm for trees to an equally enthusiastic audience. His fellow pioneers missed their trees. But, more importantly, trees were needed as windbreaks to keep soil in place, for fuel and building materials, and for shade from the hot sun. Morton not only advocated tree planting by individuals in his articles and editorials, but he also encouraged civic organizations and groups to join in. His prominence in the area increased, and he became secretary of the Nebraska Territory, which provided another opportunity to stress the value of trees.

On January 4, 1872, Morton first proposed a tree-planting holiday to be called "Arbor Day" at a meeting of the State Board of Agriculture. The date was set for April 10, 1872. It was estimated that more than one million trees were planted in Nebraska on the first Arbor Day. Arbor Day was officially proclaimed by the

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Earth-Friendly Holidays continued from page 11

young state's Gov. Robert W. Furnas on March 12, 1874, and the day itself was observed April 10, 1874. In 1885, Arbor Day was named a legal holiday in Nebraska and April 22, Morton's birthday, was selected as the date for its permanent observance.

During the 1870s, other states passed legislation to observe Arbor Day, and the tradition began in schools nationwide in 1882. Today the most common date for the state observances is the last Friday in April, and several U.S. presidents have proclaimed a national Arbor Day on that date. But a number of state Arbor Days are at other times to coincide with the best tree planting weather, from January and February in the south to May in the far north. Arbor Day has now spread beyond the United States and is observed in many countries of the world.

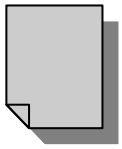
From http://www.arborday.org/arborday/history.cfm

Visit this site for more great classroom resources.

The community of Thorntown, Indiana, located northwest of Indianapolis, in Boone County, is celebrating Earth Day at Sugar Creek on April 22. The event includes activities on the Keewasakee Trail (a segment of the Farm Heritage Trail project to connect the Lafayette area with the Monon trail near Zionsville), information and programs focused on the education and enjoyment of the trail. A highlight of the day will be the grand opening of the Sugar Creek Art Center, located on the trail. For more information, contact Patricia Gillogly at 765-436-7909 or *gundogranch@frontiernet.net*.

Make an earth book.

Materials



paper

art supplies

Steps

1. **Make a round book (paper w/ yarn connection at top).**
2. **Draw the earth on the cover.**
3. **Draw or write one thing about the earth on each page.**
4. **Share your book. Read the words. Show the pictures.**

Extention

Include some children's literature books such as: *Me on The Map, My Town, There's a Map On My Lap*.

Water, Water Everywhere?

Grades: 6-10 **Time:** 2 class periods

Objectives: Students will…

1. manipulate a data module showing the relationship between population growth and water availability, and answer questions about what the chart shows;
2. draw a bar graph showing the relationship between population growth and water availability in the United States;
3. draw a similar bar graph for a country facing water scarcity; and
4. research and write an action plan for how that country can tackle its water scarcity problems.

Materials:

- copies of the ***Water, Water Everywhere? Handout***
  http://school.discovery.com/lessonplans/activities/watereverywhere/image1.html
- Copies of the ***Water and Population data module***
  http://school.discovery.com/lessonplans/activities/watereverywhere/module.html
- computers with Internet access

Procedure:

As the world's population grows, access to fresh water declines. This relationship is evident in both industrialized and developing countries and in both arid and wet climates. This activity will introduce students to the relationship between population growth and water availability, asking them to analyze data and report on the water situation in a developing country with an arid climate.

1. Introduce the activity by defining the word *scarcity* and asking students to provide examples of scarcities with which they're familiar. Then ask students if they've ever experienced water scarcity, such as a drought. If so, what was it like? What did they have to do to conserve water? What was the cause of the scarcity? If no students have been through a water shortage, ask them what they think it would be like and what they think they'd have to do in such a situation.
2. Tell the class that in some places around the world, water scarcity is a way of life. Why might this be the case? Do people always settle in places that have abundant water supplies, or do some people live in dry, desert climates? Suggest that even in places where water scarcity isn't a problem today, it might become a problem in the future. Ask them what might happen if a country's population increased. Might there be changes to water availability? Have students hypothesize answers to these questions and discuss their ideas.
3. Give each student a copy of the Water, Water Everywhere? handout and ask them to look at the Water and Population data module. Explain the units on the data module (population in thousands and per capita water availability in cubic meters on the graph; freshwater scarcity, freshwater stress, and freshwater sufficiency on the pie chart).
4. Ask your students to manipulate the data module so that it shows different world population and water data for the four different years. Ask them to examine the data, then answer the questions on the handout. Students may work on their handouts individually, in pairs, or in small groups, depending on your computer availability and your time frame.
5. Discuss your students' answers as a class. Were their hypotheses concerning the relationship between water availability and population (from step 2 above) confirmed? Why or why not?
6. Next, ask students to look at the population and water data for the United States at http://www.popact.org/why_pop/water/water-table8.htm. Tell them that the data module they've been looking at took its data from this Web site. Ask them to write down the numbers for population and per capita water availability for 1950, 1995, 2025 (UN medium projection), and 2050 (UN medium projection) for the United States. Then ask students to use the data they have copied from the site to create a bar graph indicating the relationship between population growth and water scarcity in the United States. As on the data module, the x-axis of the bar graph should be labeled with the years 1950, 1995, 2025, and 2050—students should write the appropriate population figure beneath each year. The y-axis will represent per capita water availability (rounded to the nearest 100 or 500).
7. Ask students to analyze the graphs they have created. Do they notice any resemblance between their graphs and the graph on the data module? Which parts look the same? Which parts, if any, look different?
8. Divide the class into pairs. Assign each pair one of the following countries: Namibia, Turkey, Syria, Iraq, Ethiopia, Egypt, or Sudan. These countries all face water shortages and are involved in conflicts over how to use or where to obtain their water.

9. Next, tell your students that they're going to research their assigned country and create a "water action plan" for their assigned country. Their action plans should include the following information:
    - A water and population bar graph for their assigned country, using the parameters outlined in step 6 above. Again, the necessary data are available at http://www.popact.org/why_pop/water/water-table8.htm.
    - A description of the country's biome. Students can find this information on the Biome Map at http://mbgnet.mobot.org/biome/map.htm.
    - Information about the population growth rate of the region in which their country is located. Students can find this information at http://www.imcglobal.com/cropnut/over3.htm.
    - Case studies concerning water availability. For Namibia, students can visit http://www.popact.org/why_pop/water/water-case1.htm. For Turkey, Syria, and Iraq, students can visit http://www.popact.org/why_pop/water/water-case2.htm. For Egypt and Sudan, students can visit http://www.popact.org/why_pop/water/water-case3.htm.
    - Answers to the following questions (this step may require students to conduct additional research): What is the country's climate like, and how might that climate affect water availability? Does the country have a high or a low population growth rate compared with those of the rest of the world? How might its growth rate affect water availability? What are this country's main concerns regarding water availability? What are the most serious water problems this country faces? Is the country arguing with any other countries about water usage? If so, which other countries are involved, and how are they involved?
    - Steps that students think their assigned country should take to help its water situation. Students should list as many ideas as they can think of (e.g., "reduce its population growth rate"), then choose one idea and make suggestions as to how the country can act on it (e.g., "set a legal limit on the number of children a family can have").

Closure:
When students' action plans are complete, give them time to share their reports with the class, then lead an in-depth discussion about the practical water shortage solutions that students came up with. Which ideas might be easy to implement and why? Which would be more difficult—or more expensive? What can students do themselves to ease worldwide water shortages? How might a lack of water affect the way humans live?

Extension:
1. Have your students research and report on water scarcity issues in the United States. They can also compare the situation in the United States with that of the country for which they've written the action plan. The following Web sites will be helpful for their research: Cadillac Desert at http://www.kteh.org/cadillacdesert/home.html and Water Science for Schools at http://ga.water.usgs.gov/edu (see Water Use in particular).
2. The United Nations has recently reevaluated its projections for population growth over the next few decades. This is discussed on the Sustaining Water, Easing Scarcity: A Second Update page (http://www.popact.org/why_pop/water/water-toc.htm). Explain this change in its predictions to the class, then hold a discussion about how changes in population growth rate might affect changes in water availability predictions.
3. Have your students look up the population growth rates for various countries at the World Factbook (http://www.odci.gov/cia/publications/factbook/index.html), then compare these numbers with those at http://www.imcglobal.com/cropnut/over3.htm. Discuss the implications of high and low population growth rates and the reasons some countries have much higher rates than others.

Related Links:
Water Science for Schools - http://ga.water.usgs.gov/edu
Population Action International - http://www.populationaction.org
Cadillac Desert - http://www.kteh.org/cadillacdesert/home.html
"What's It Like Where You Live?" - http://mbgnet.mobot.org/sets/index.htm
Sustaining Water, Easing Scarcity: A Second Update - http://www.popact.org/why_pop/water/water-toc.htm
World Factbook - http://www.odci.gov/cia/publications/factbook/index.html

Credits:
Betsy Hedberg, former middle school teacher and current freelance curriculum writer and consultant.

Additional Lessons on the Web:

* Recommended Grade Level, but most lessons easily adaptable.

*2-4 ***Down Buttermilk Lane***
This brightly illustrated story follows an Amish family as they travel in their buggy to the local village where they visit and do errands. Many of the cultural ways of the Amish are interwoven in the dialogue and pictures. Focuses on both geography and economics.
http://www.mcps.k12.md.us/curriculum/socialstd/grade2/Down_Buttermilk.html

*3-4 **City Life and Country Life**
Using the KWL method, students will answer the questions: What I know about living in the city and living in the country? Students will compare/contrast life in the city and life in the country.
http://www.lessonplanspage.com/SSKWLCountryCity34.htm

*4-6 **Pollination Parties!**
Students will explore the interdependence between insects, plants and humans.
http://school.discovery.com/lessonplans/programs/tlc-butterflies/

*5-8 **The Cloud Case**
An interactive online lesson about how clouds form through the principles of condensation and evaporation. The lesson is written around an experiment that the student can perform, or can watch being performed, that will illustrate the ideas of the lesson.
http://weathereye.kgan.com/cadet/cloudless/teachers.html

*6-8 **Stormy Weather**
Students will discover static electricity is the cause of lightening and specifically how clouds create the conditions for lightening. Good hands-on activity for the Spring.
http://school.discovery.com/lessonplans/programs/lightning/

*6-8 **Wonders of Weather**
Students will explore thunderstorms and tornados, from how they form to the devastation they can cause. Hands-on activity.
http://school.discovery.com/lessonplans/programs/wondersofweather/

*6-8 **Take Me Out to the Old Yakyu**
Students will make a cultural comparison of the United States and Japan by looking at the similarities and differences in the sport of baseball.
http://fga.freac.fsu.edu/academy/nasports.htm#activity4

*6-12 **Build Your Own Weather Station**
Students will design and construct a rain gauge, barometer, anemometer, psychrometer, and wind vane using the materials of their choice.
http://school.discovery.com/lessonplans/activities/weatherstation/

*8-12 **Weather consultant**
An interactive lesson that lets students research climate questions. Students will take the role of a "weather consultant," answering questions for imaginary companies. To find the answers, students will connect with a government climate database.
http://weathereye.kgan.com/expert/climate/teachers_guide.html

*9-12 **Geography of FedEx Expansion (WebQuest)**
FedEx, a global shipping company, is expanding its international operations. Your team of geographers has been retained as consultants to provide a recommendation on the selection of an expansion location. FedEx has five locations that are under consideration. Your team will help narrow the choice to one.
http://www.scs.k12.tn.us/STT99_WQ/STT99/Collierville_HS/mcdonelp/mcdonel/fedexwq.htm

Geography Educators' Network of Indiana
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(317) 274-8879; geni@iupui.edu

http://www.iupui.edu/~geni

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Teacher of the Year Awards

My Wonderful World.org